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ABSTRACT

This report, from the National Association of College and University Business Officers' (NACUBO), is the nineteenth in a series of comparative data studies of public two-year colleges. A result of an intensive six-month study involving 252 community colleges, it contains financial and other statistics for fiscal year 1997-98. Report highlights include: (1) mean revenues per credit full-time-equivalent (FTE) student was $6,254 (tuition and fees, appropriations, gifts, grants, contracts, and other); (2) on average, students paid $1,783 in tuition and fees; (3) students spent approximately $6,208 per credit FTE student; (4) at the median college, 62% of all expenditures were directed to academic programs, and 50% of expenditures to instruction alone; (5) institutions averaged one credit instructional staff member for every 19 credit FTE students, one counseling and career guidance staff member for every 434 credit FTE students, and one institutional support staff member for every 81 credit FTE students; (6) on average, 41% of credit instructional faculty FTEs were part-time; and (7) institutions employed 113 staff members per 1,000 credit FTE students. The report contains a list of all 252 participating community colleges. (NB)

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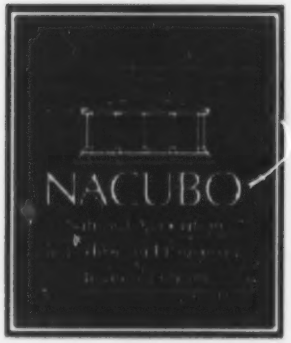
Comparative Financial Statistics

for Public Two-Year Colleges: FY1998 National Sample



A National Association of College and University Business Officers' (NACUBO) Project in Cooperation with the American Association of Community Colleges, the Association of Community College Trustees and the National Center for Education Statistics

Funded in part by the TIAA CREF *Community College Scholarship Fund*

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Comparative Financial Statistics For Public Two-Year Colleges:

Fiscal Year 1998

By

Brian Douglas
Todd Harmening
NACUBO

September 1999
Washington, D.C.

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National Association of College
and University Business Officers
Washington, DC
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PREFACE

This report is the nineteenth in a series of comparative data studies of public two-year colleges. It is the result of an intensive six-month study involving 252 community colleges. The study is intended to provide information to community college administrators, representatives of state and local agencies, and federal policy makers.

This report provides comparative information derived from a national sample of 252 public two-year colleges. It contains financial statistics for fiscal year 1997-98 and explanations derived from two surveys of public two-year colleges from across the nation. For the purpose of this study, colleges are defined at the highest district level. Included are multi-college districts and single-college districts. A single-college district may be multi-campus. (For example, Yosemite Community College is a multi-college district comprising Columbia College and Modesto College. Miami-Dade Community College, which is made up of multiple campuses, is treated as a single entity, a multi-campus single-college district.) This report includes:

- space for colleges to compare their institutional statistics with national sample medians,
- quartile data for the national sample, and
- statistics presented in several formats, such as tables and bar graphs.

ACKNOWLEDGMENTS

Guidance and support were provided by the NACUBO Two-Year Colleges Council, whose members include Morris Beverage (chair), Lakeland Community College; Maurice Archer, Oakton Community College; Bob Brown, Dallas County Community College District; Edward Cisek, Florida State Board of Community Colleges; L. Edwin Coate, Mira Costa Community College District; Stephen Garcia, Pima County Community College District; Greg Hamann, Northwest Community College; Thomas Hawk, Community College of Philadelphia; Gaye Manning, Southern Arkansas University Tech; Edward Moller, Mount Ida College; Butch Raby, Schoolcraft College; Therese Sampson, Atlantic Community College; Todd Simmons, Rio Salado College; and Susan Zahorsky, Mercer County Community College. These individuals were instrumental in facilitating the project's progress by actively encouraging their colleagues to participate in the study.

Additionally, the project was expanded to collect data for small four-year institutions as well. The Small Institutions Council provided guidance and support including Michael Rothman (chair), University of Puget Sound; Kent Chabotar, Bowdoin College; Phillip Doolittle, University of Redlands; Steven Drexel, Walsh College of Accountancy and Business; Sidney Evans, Dillard University; Peter Geil, Wittenberg University; Randall Gentzler, Philadelphia College of Textiles and Science; Mary Haggans, Cottey College; Brian Hardin, Willamette University; Barbara Johnson, Mars Hill College; Robert Levin, Friends School; Jennie Mingolelli, Gettysburg College; Vicki Selk, Pitzer College; and Cindra Stiff, Kentucky Wesleyan College.

A Redesign Task Force of business officers from both two-year and small four-year institutions was formed in January 1998 to assess and restructure the project. This task force provided invaluable guidance and included Thomas Hawk (chair), Community College of Philadelphia; Greg Davis, Coppin State College; Robb Dean, North Harris Montgomery Community College District; Joe Gorman, Sinclair Community College; Greg Hamann, Northwest Community College; Brian Hardin, Willamette University; Gina Kranitz, Paradise Valley Community College; Butch Raby, Schoolcraft College; and Carl Vance, Linfield College. The time, knowledge, and energy volunteered by these individuals was critical to the success of this endeavor. In particular, Dr. Hawk, Mr. Raby, and Mr. Vance devoted extensive time and expertise in the data analysis and report preparation phases of the effort, and also helped to promote the project and its usefulness to their peers. NACUBO greatly values their contributions and the contributions of all our volunteers.

In its long history, many individuals have contributed to the success of this initiative. Included on that list are Anna Marie Cirino and Carla Balakgie of NACUBO, K. Scott Hughes and Brad Meeker formerly of NACUBO, and Norman Brandt of the Department of Education. Enid B. Jones, AACC, and Raymond Taylor, ACCT, are also acknowledged. Mr. Hughes and Nathan Dickmeyer of CUNY City College initiated this analytical approach many years ago, and we are indebted to their foresight and creativity.

The re-commencement of this project into the nineteenth year was made possible by funding from NACUBO with contributions from the TIAA-CREF Community College Scholarship Fund.

INTRODUCTION

Background. In 1977, members of NACUBO's Two-Year Colleges Committee (now Council) decided to undertake a comparative data study of public community colleges. (The term "community colleges" includes all postsecondary institutions offering up to the first two years of higher education.) Members of the committee were frustrated by the lack of information available to governing boards, presidents, and taxpayers who requested comparative data. The committee members thought that these data could be an important part of the information necessary for decisions, such as appropriations requests, salary increases, and proposed expenditures by function (instruction, institutional support, plant operation, and maintenance). Further, "current" information, rather than historical summary, was needed. Because the committee members were also concerned about potential problems involved in trying to establish comparative data for community colleges, they approached the task cautiously.

Throughout the first 18 iterations of the project, comments from community college presidents and business officers were used to determine the usefulness of the data and the additional information needed, as well as to make necessary changes. The sample size doubled steadily throughout the first three years, from 97 to 184 to 403; leveled off at 420 and 442 the next two years; and increased to more than 500 before dropping to 405 in 1995. This year, the number of participants fell to 252.

This report reflects the project assessment that occurred in 1997-98. A task force was formed to assess the study and to consider its restructuring to improve its utility. This group was comprised of business officers from both two-year and four-year colleges. The latter group was included because the project expanded to collect data for small four-year institutions as well. Through the guidance of these people, several surveys were conducted and analyzed. This report is one result of that process. Separate reports exist for small four-year public and independent institutions.

The following summary of important financial characteristics is based on the financial data section of the Integrated Postsecondary Education Data System (IPEDS), conducted by the National Center for Education Statistics, and a supplemental survey, conducted by NACUBO. Analysis performed by NACUBO, Laura Faulk Willson, and K. Scott Hughes in 1992 provided the foundation for the FY 1991, 1992, 1993, 1995 reports, as well as the current one.

Objectives. One of the study's primary objectives is to learn how comparative information can be used to improve community college decision making. The project also seeks to shed light on the financial and operational aspects of community colleges. The report format is designed to facilitate comparing the operational and financial statistics of an individual community college to national medians.

Distribution. Complimentary copies of this report have been distributed to participating colleges. Additional copies may be obtained free on the NACUBO web site at http://www.nacubo.org. Copies may also be ordered from the NACUBO Center for Accounting, Finance, and Institutional Management at 202- 861-2535. An administrative fee of $20 will be charged for each copy.

Database. Interested parties may also purchase a copy of the database for $100. The file is available in Microsoft Excel 95 or ASCII versions. For confidentiality purposes the database records are not identified by the name of the institution.

Special Analysis Service. A service providing analyses of special groupings of the database is available for a fee of $300 for members and $350 for nonmembers. Selections available include groupings on the basis of credit FTE enrollment, current fund expenditures, state, region, or other institutional characteristics as specified by the purchaser (for example, Michigan colleges with credit FTE enrollment greater than 5,000). Call the NACUBO Center for Accounting, Finance, and Institutional Management at 202-861-2535 for more information.

Potential Uses. The primary purpose of this report is to assist an institution in preparing a meaningful analysis of how its financial and operational performance relates to peer group norms. Accreditation agencies have also found this study to be a useful tool in assessing institutional effectiveness, and increased application of the study by these agencies for reaccreditation purposes is anticipated.

Unlike internal institutional analysis, where performance in terms of revenue and expenditure patterns is related to goals, this analysis compares certain data from one institution with data from other institutions. Comparison is useful only to the extent that the comparison group is similar, and that data on revenues and expenditures are based on common understandings. Comparative data may be used to define high standards for assessing institutional financial success or to justify average performance, depending on the aspirations of an institution with respect to the norms of the comparison group. Both types of comparison can lead to meaningful analysis of an institution's financial data; such analysis could, in turn, affect the institution's financial policies in cases where an institution appears significantly out of line with its peers.

In addition to its primary purpose of providing meaningful comparisons, this report may serve as an internal management document for self-review and self-analysis. Comparisons provide a starting point for discovering institutional strengths and weaknesses. For example, costs per student that are far above the median, as well as staff-to-faculty ratios that appear high when compared with others, may indicate problems in institutional management.

LIMITATIONS AND EXPLANATIONS

The results of a comparative data study of this nature must be used with care. Discussion of some of the more obvious concerns follows.

Extrapolation. The 252 public community colleges in this study may not reflect the financial and operational patterns of their 600 sister institutions. Care was taken to include institutions that are geographically representative, as well as representative of enrollment levels. However, because of the need to use data only from those cooperating institutions that filed both timely and complete reports, the sample is not random.

No great significance is attached to any changes that occurred from year to year for any of the statistics: the survey populations differed and most changes are smaller than the confidence limits for the statistics.

Original Data. Lack of well-established definitions for such terms as "full-time-equivalent student" and lack of consistency in reporting such expenditure functions as "academic support," "institutional support," and "student services" create difficulties in generating accurate comparative data. Moreover, some survey responses are estimates because some institutions do not keep precise data in all the areas surveyed. All these factors affect the quality of the results.

Institutional Comparability. There is no way to establish truly homogeneous peer groups for community colleges. Major factors, such as mission, location, academic preparation of entering students, local area salary levels, local non-salary costs, and methods of financing, create unique financial and operating patterns. Peer group comparisons that lead to administrative financial policy changes require sensitivity to the many factors not readily apparent from the statistics.

The Myth of the "Typical" Institution. There is no typical institution, and institutions should use this report only to find what makes them unique—not to pressure an institution toward some nonexistent "median" performance. This study has found a great diversity of expenditure, revenue, and staffing patterns. Diversity is clearly a characteristic--and a great strength--of community and junior colleges.

Calculations. All revenue and expenditure figures exclude auxiliaries unless specifically noted.

Interpretation of Proportions. Careful interpretation of expenditure and revenue proportions is urged. High costs in any area, such as utilities, will naturally push the expenditure proportion for other areas, such as instruction, below the sample median—even if the budget support for instruction is adequate.

Medians and Quartiles. The median represents the number that will split the group of colleges in half for a given statistic: one-half the colleges will be above the median, while one-half will be below. For that reason, the "median institution" is different for each statistic, thus, the proportions may not add up to 100 percent.

The first quartile is the value for a statistic that separates the lowest 25 percent of the institutional values from the top 75 percent of the institutional values. The median is the value that separates the lowest 50 percent of the values from the top 50 percent of the values for each statistic. The third quartile is the value that separates the lowest 75 percent of the values from the top 25 percent of the values for each statistic.

N is the number of institutions that provided the data necessary to calculate the statistic. Hence, N is the number of values to find the quartiles and median. N varies with each statistic.

Important Note. Because each statistic has a different institution at its median and quartile values, proportions will not add up to 100 percent. An institution that has a low instructional budget proportion, has a high administrative budget proportion. Thus, the quartiles are formed from very different institutions. As a result, the sum of the first quartile proportions will generally be less than 100 percent, while the sum of the third quartile proportions will tend to exceed 100 percent.

Means. The values in the bar graphs are means rather than medians.

Definitions. For the purposes of this study, the definitions are as follows:

Single-college district: A community/junior college district organized as a single college with one or more campuses and/or satellite locations.

Multi-college district: A community/junior college district organized as two or more separate colleges, each of which may have one or more campuses and/or satellite locations.

Full-time-equivalent (FTE) enrollment: Survey respondents were urged to report figures that *accurately represent* their institutions. For those colleges that required a formula, the following were recommended. *Credit FTE enrollment* is annual credit hours divided by 30 if a college is on a semester basis; divided by 45 if a college is on a quarter basis. *Noncredit FTE enrollment* is annual noncredit course hours divided by 60.

All Grants and Contracts Revenue: Pell and other federal or similar state grants are removed from this classification because they are also reported as tuition revenue on the IPEDS form and are thus double-counted.

Total revenues: Excludes sales and services of auxiliary enterprises, sales and services of hospitals, and independent operations. Also excludes grants and contracts revenues in the form of Pell grants or other federal or similar state grants. These grants are removed from grants and contracts revenue because they are also reported as tuition revenue on the IPEDS form and are thus double-counted.

Other income: Includes endowment income, sales and services of educational activities, and other sources.

Total educational and general expenditures: Excludes E&G mandatory transfers and nonmandatory transfers, auxiliary enterprises, hospitals, and independent operations. Also excludes scholarship expenditures that are not institutional funds, i.e., Pell and other federal or similar state grants.

Total current fund expenditures: Excludes mandatory and nonmandatory transfers. Also excludes scholarship expenditures that are not institutional funds, i.e., Pell and other federal or similar state grants.

Instructional expenditures: Expenditures for credit and noncredit courses; academic, occupational, and technical instruction; remedial and tutorial instruction; and regular, special, and extension sessions.

Academic expenditures: Includes instruction (and research), public service, and academic support.

Support expenditures: Includes student services, institutional support, and plant operation and maintenance.

Service area population: The population included in the area the district is mandated to serve (i.e., as designated by ZIP codes, county boundaries, political boundaries).

Staffing: Includes regular, temporary, and part-time staff. Excludes student assistants, both regular and work study. See *Financial Accounting and Reporting Manual for Higher Education* [paragraph 313] (NACUBO) for definitions of categories.

Assignable square feet: Includes space that can be designated for a particular use such as offices and classrooms, and excludes bathrooms, hallways, closets, and the width of walls.

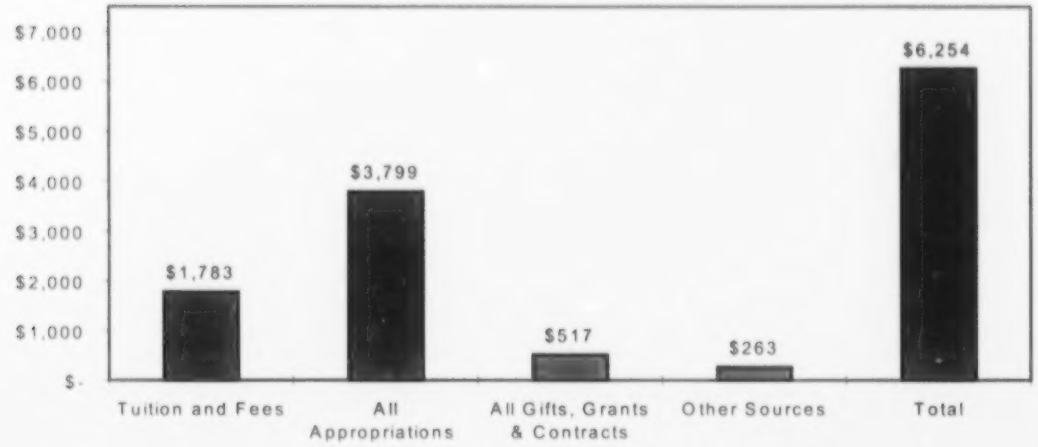
REVENUES

Total revenues averaged $6,254 per student. On average, students paid $1,783 in tuition and fees. Institutions received approximately twice that amount in appropriations.

Sixty-one percent of all revenues at the median college were received from appropriations, most of it from the state. Seventy-five percent of institutions received at least 54 percent of revenues from appropriations. Only 25 percent of colleges received 30 percent or less of revenues from state appropriations.

Tuition and fees made up 26 percent of total revenue at the median college. Only 25 percent of institutions received 33 percent or more of revenue from tuition.

FY1998 Mean Revenues per Credit FTE Student at Public Two-Year Colleges



	Revenues as a Percentage of Total Revenues				
Revenues by Source	1st Quartile	Median	3rd Quartile	N	Your College
Tuition and Fees	19%	26%	33%	252	
Credit Tuition	12%	20%	28%	252	
Appropriations (all)	54%	61%	69%	252	
State Appropriations	30%	46%	60%	252	
Local Appropriations	0%	12%	27%	252	
Gifts, Grants and Contracts (All) *	4%	7%	13%	252	
All Other Revenues **	2%	3%	4%	252	

* has been adjusted to exclude Pell grant revenues and other external scholarships recognized as tuition revenue.

** includes endowment income, sales and services of educational activities, and other sources.

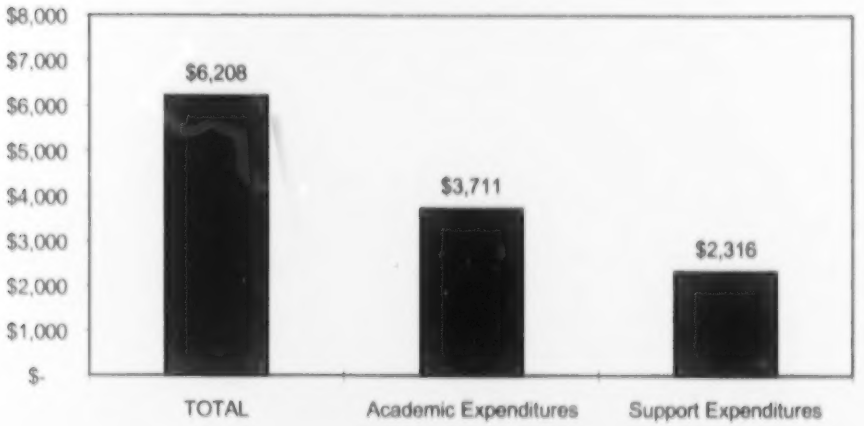
EXPENDITURES

On average, institutions spent $6,208 per credit FTE student. Academic expenditures accounted for $3,711 of the total, and support expenditures accounted for $2,316.

At the median college, 62 percent of all expenditures were directed to academic programs, and 50 percent of expenditures to instruction alone. Seventy-five percent of all institutions spent 12 percent or less of all expenditures on academic support, student services or on plant operation and maintenance.

After Pell grants and other external grants are excluded from the scholarship expenditure data, only 25 percent of colleges spent 1 or more of their total expenditures on scholarships.

Mean Expenditures per Credit FTE Student at Public Two-Year Colleges



	Expenditures as a Percentage of Total E&G Expenditures				
Expenditures by Function	1st Quartile	Median	3rd Quartile	N	Your College
Academic	57%	62%	66%	252	
Instruction	44%	50%	56%	252	
Credit Instruction	33%	41%	46%	252	
Academic support	6%	9%	12%	252	
Support expenditures	33%	37%	41%	252	
Student services	8%	10%	12%	252	
Institutional support	13%	16%	19%	252	
Plant O&M	8%	10%	12%	252	
Scholarships	0%	0%	1%	252	

	Selected Expenditure Ratios				
	1st Quartile	Median	3rd Quartile	N	Your College
Total E&G salaries and wages / Total E&G expenditures	56%	60%	64%	252	
Instruction salaries (w/o benefits) / Total E&G expenditures	31%	34%	40%	252	
Total E&G benefits / Total E&G salaries and wages	20%	23%	27%	250	
Total scholarships and Pell grants / Total credit FTE students	$566.37	$791.34	$1,108.51	252	
Institutional student aid / Total credit FTE students	$1.70	$25.57	$96.58	252	
Endowment / Total credit FTE students	$47.75	$296.59	$928.49	135	
Utilities expenditures / Building gross square feet	$1.01	$1.27	$1.64	238	
Plant O&M w/o Utilities / Building gross square feet	$2.76	$3.57	$4.78	247	
Building assignable square feet / Building gross square feet	65%	73%	82%	183	
Building assignable square feet / Total credit FTE students	72	95	133	199	
Building gross square feet / Total credit FTE students	99	124	172	252	
Net change in current fund balance / Total current fund expenditures	0%	1%	3%	250	
Current fund balance / Total current fund expenditures	4%	10%	19%	250	
Credit instructional expenditures / Total credit hours	$78.91	$98.86	$122.41	228	

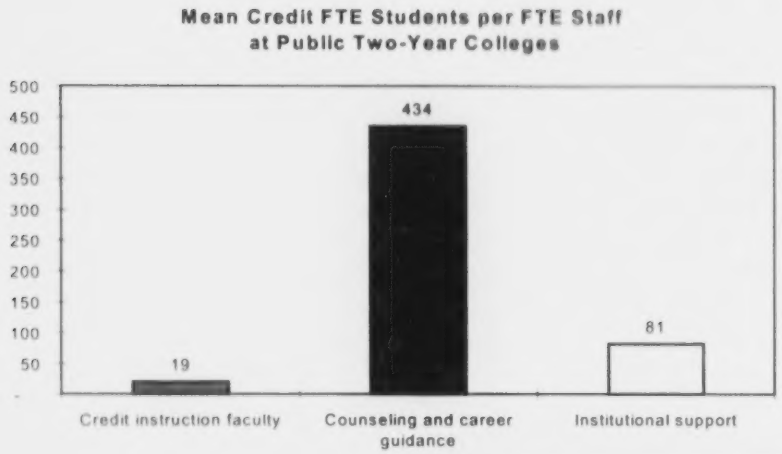
The importance of these ratios is their usefulness when one is examining figures that show changes over time. At the median college 60 percent of E&G expenditures were paid in salaries and wages (exclusive of benefits), with half of the colleges between 56 percent and 64 percent. Instructional salaries represented 34 percent of the Total E&G expenditures at the median college. Half of colleges reported that their benefits expenditures represented 20 percent to 27 percent of the value of their salaries and wages expenditures.

At the median college, scholarships and Pell grant expenditures averaged $791 per student. Of that amount, $26 was offered in the form of institutional aid. Of those institutions that reported having an endowment, the median endowment per student was $297.

Plant operation and maintenance expenditures amounted to $3.57 per gross square foot of building space at the median college, with an additional $1.27 per gross square foot in utility costs. The plant operation and maintenance costs ranged widely, with 50 percent of institutions having costs of $2.76 to $4.78 per gross square foot. Additionally, at the median college 73 percent of gross square feet were assignable. Fifty percent of institutions had between 72 and 133 assignable square feet per credit FTE student, and 99 to 172 gross square feet.

The median college reported an increase in the current fund balance of 1 percent when compared against its current fund expenditures. Additionally, a current fund balance of 10 percent of current fund expenditures was maintained at the median college. Fifty percent of colleges reported a current fund balance between 4 percent and 19 percent of current fund expenditures.

The median college expended $98.86 per credit hour in credit instructional expenditures. Credit instructional costs per credit hour for 50 percent of institutions ranged from $78.91 to $122.41.



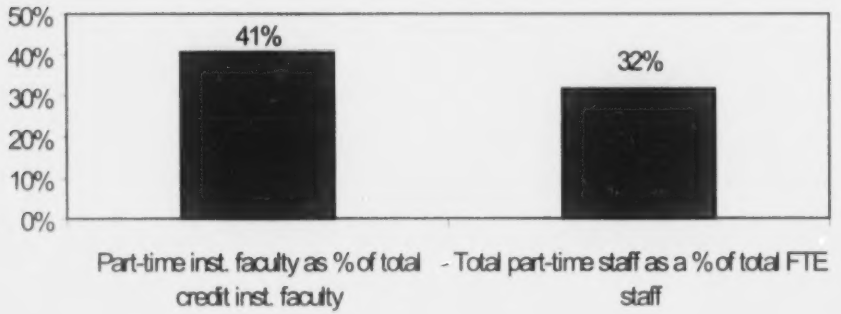
STAFFING

Institutions averaged one credit instructional staff member for every 19 credit FTE students, one counseling and career guidance staff member for every 434 credit FTE students, and one institutional support staff member for every 81 credit FTE students.

The median college reported eight credit FTE students per staff member. Fifty percent of participants had a credit instructional faculty to credit FTE student ratio between 14 and 22 to 1. The ratio of academic administration staff to credit FTE students was 251 to 1 at the median college, and the ratio of student services staff to credit FTE students was 423 to 1.

	Credit FTE Students per FTE Staff				
Staff By Function	1st Quartile	Median	3rd Quartile	N	Your College
Total Staff	6	8	10	151	
Instruction					
Credit instruction faculty	14	18	22	151	
All other (nonfac; noncredit instruction)	66	111	205	135	
Public Service	201	532	1,357	69	
Academic Support					
Academic administration	127	251	621	148	
All other (faculty, nonfaculty)	85	134	221	124	
Student Services					
Student services administration	167	423	878	150	
Counseling & career guidance	239	349	565	147	
All other	106	149	228	120	
Institutional Support	43	64	87	150	
Plant operation and maintenance	70	95	152	151	

Mean Percentage of Part-Time Staff at Public Two-Year Institutions



STAFFING

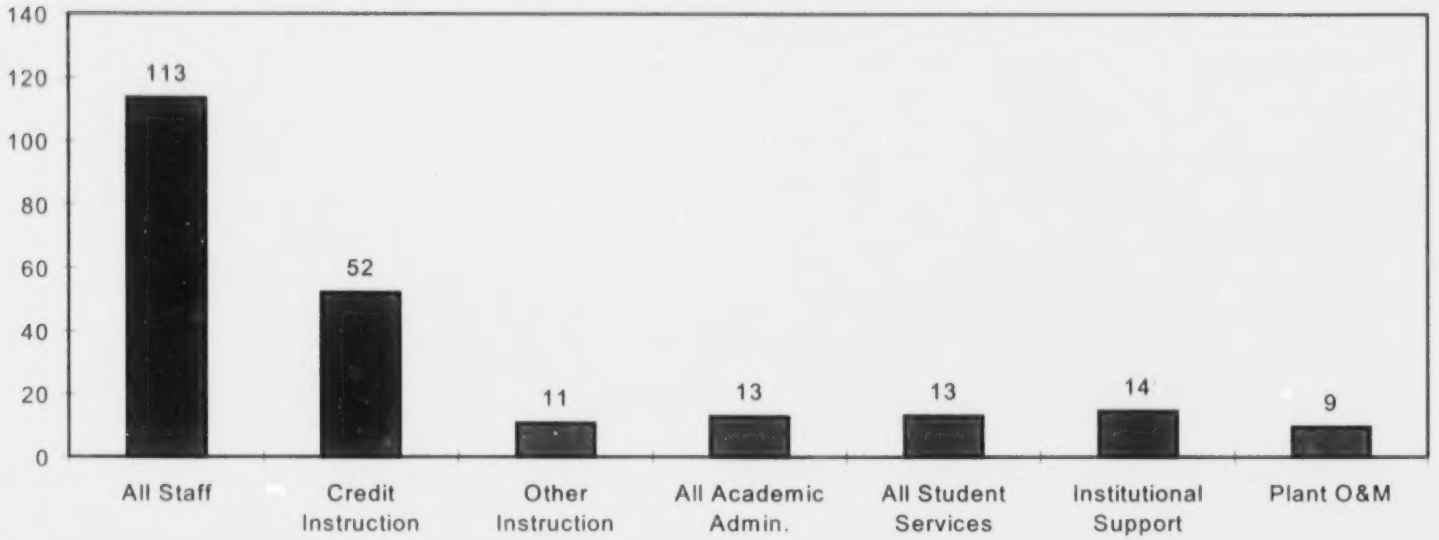
On average, 41 percent of credit instructional faculty FTEs were part-time. In contrast only 32 percent of all staff FTEs were part-time.

The median college reported employing one staff member per 20 credit headcount students, and one Plant O&M staff FTE per 13,487 square feet of building space. Additionally, at the median college one in every 35 residents attended the college during the 1997-98 academic year.

The ratio of credit instructional faculty to all other staff at the median college was 1 to 1.2. Twenty-five percent of colleges reported a ratio of 1 to 1 or less of credit instructional faculty to all other staff. At the median college, there were 23 Credit instructional faculty FTE per Academic support FTE. Credit instructional faculty taught an average of 470 credit instructional hours each at the median college.

	Selected Ratios				
	1st Quartile	Median	3rd Quartile	N	Your College
Unduplicated credit student headcount / Total FTE staff	14	20	26	151	
Building gross square feet / Plant O&M Staff FTE	10,562	13,487	18,709	151	
Service area population / Unduplicated credit student headcount	22	35	48	148	
Credit faculty + counseling staff / Academic + student servs admin + inst supp	1.7	2.4	3.3	151	
Credit instructional hours / credit faculty FTE	367	470	630	151	
Credit Faculty FTE / Academic Support Staff FTE	10	23	47	150	
All other FTE staff / Credit FTE faculty	1.0	1.2	1.5	151	

Mean FTE Staff per 1000 Credit FTE Students at Public Two-Year Colleges



This graph is another way of depicting mean staffing levels on campuses. On average, institutions employed 113 staff members per 1,000 credit FTE students. The largest portion of the staff was the faculty, with an average of 52 credit and 11 other faculty members per 1000 students.

The academic administration and the student service functions both averaged 13 staff members per 1000 credit FTE students. Institutional support staff numbered slightly more with an average of 14 per 1,000 students.

The mean number of plant operations and maintenance staff was 9 per 1,000 credit FTE Students. Public service, which is not reflected on the graph, averaged only one staff member per 1,000 credit FTE students.

Participating Colleges

Alabama
Gadsden State Community College
Jefferson State Community College
Lurleen B. Wallace State Junior College
Snead State Community College
Southern Union State Community College
Wallace State Community College

Arkansas
Garland County Community College
Mississippi County Community College
Southeast Arkansas College
Westark College

Arizona
Mohave County Community College District
Paradise Valley Community College
Pima County Community College District

California
Glendale Community College District
Mira Costa Community College District
Mount San Antonio College
Mt. San Jacinto Community College
Palo Verde College
Palomar Community College

Colorado
Aims Community College
Arapahoe Community College
Colorado Northwestern Community College
Community College Of Denver
Front Range Community College

Florida
Brevard Community College
Central Florida Community College
Daytona Beach Community College
Edison Community College, Fort Myers Fl
Florida Community College At Jacksonville
Florida Keys Community College
Gulf Coast Community College
Hillsborough Community College
Lake City Community College
Manatee Community College
North Florida Community College
Okaloosa-Walton Community College
Palm Beach Community College
Pasco-Hernando Community College
Pensacola Junior College
Polk Community College
Santa Fe Community College
Seminole Community College
South Florida Community College
Valencia Community College

Georgia
Coastal Georgia Community College
DeKalb Technical Institute
East Georgia College
Gainesville College
Georgia Perimeter College

Guam
Guam Community College

Hawaii
University of Hawaii Windward Community College

Iowa
Des Moines Area Community College
Iowa Western Community College
North Iowa Area Community College
Southwestern Community College

Illinois
Belleville Area College
Carl Sandburg College
College of DuPage
Danville Area Community College
Heartland Community College
Kankakee Community College
Kaskaskia College
Moraine Valley Community College
Oakton Community College
Rend Lake College
Richland Community College
Waubonsee Community College
William Rainey Harper College

Indiana
Ivy Tech State College-Central Indiana
Vincennes University

Kansas
Barton County Community College
Cowley County Community College
Hutchinson Community College
Johnson County Community College

Louisiana
Delgado Community College
Louisiana State University at Eunice

Massachusetts
Berkshire Community College

Cape Cod Community College
Holyoke Community College
Massachusetts Bay Community College
Mount Wachusett Community College

Maryland
Cecil Community College
Charles County Community College
Chesapeake College
Frederick Community College
Garrett Community College
Harford Community College
Montgomery College
Prince Georges Community College

Maine
Eastern Maine Technical College
Kennebec Valley Technical College
Northern Maine Technical College
Washington County Technical College

Michigan
Delta College
Grand Rapids Community College
Lansing Community College
Macomb Community College
Saint Clair County Community College
Schoolcraft College

Missouri
Saint Charles County Community College
Three Rivers Community College

Mississippi
Jones County Junior College

Montana
Dawson Community College

North Carolina
Beaufort County Community College
Cape Fear Community College
Central Piedmont Community College
Coastal Carolina Community College
Durham Technical Community College
Fayetteville Technical Community College
Johnston Community College
Lenoir Community College
Nash Community College
Piedmont Community College
Randolph Community College
Rockingham Community College
Surry Community College
Vance-Granville Community College
Wayne Community College

Nebraska
Central Community College
Metropolitan Community College
Southeast Community College
Western Nebraska Community College

New Jersey
Atlantic Community College
Bergen Community College
Burlington County College
County College of Morris
Cumberland County College
Essex County College
Raritan Valley Community College
Salem Community College
Warren County Community College

Nevada
Western Nevada Community College

New York
Broome Community College
Monroe Community College
Suffolk County Community College
SUNY College of Technology at Canton
SUNY College of Technology at Delhi
SUNY Dutchess Community College
SUNY Finger Lakes Community College
SUNY Genesee Community College
SUNY Jefferson Community College
SUNY Onondaga Community College
SUNY Orange County Community College
SUNY Tompkins Cortland Community College
SUNY Ulster County Community College
SUNY Westchester Community College

Ohio
Central Ohio Technical College
Cincinnati State Technical and Community College
Jefferson Community College
Kent State University Tuscarawas Campus
Lakeland Community College
Northwest State Community College
Sinclair Community College
Terra Community College

Oklahoma
Northeastern Oklahoma A & M College
Oklahoma City Community College
Rose State College

Oregon
Chemeketa Community College
Clackamas Community College
Linn-Benton Community College
Rogue Community College

Pennsylvania
Bucks County Community College
Butler County Community College
Cambria County Area Community College
Community College of Allegheny County
Community College of Beaver County
Community College of Philadelphia
Delaware County Community College
Harrisburg Area Community College
Lehigh Carbon Community College
Luzerne County Community College
Montgomery County Community College
Northampton County Area Community College
Reading Area Community College
Westmoreland County Community College

Rhode Island
Community College of Rhode Island

South Carolina
Central Carolina Technical College
Chesterfield-Marlboro Technical College
Florence Darlington Technical College
Greenville Technical College
Horry-Georgetown Technical College
Midlands Technical College
Orangeburg-Calhoun Technical College
Spartanburg Technical College
Technical College of the Lowcountry
Tri-County Technical College
Trident Technical College
York Technical College

Tennessee
Chattanooga State Technical Community College
Dyersburg State Community College
Nashville State Technical Institute

Pellissippi State Technical Community College
Roane State Community College
State Technical Institute at Memphis
Walters State Community College

Texas
Alvin Community College
Amarillo College
Austin Community College
Blinn College
Brazosport College
Brookhaven College
College of the Mainland
Collin County Community College District
Del Mar College
El Paso County Community College District
Howard County Junior College District
Laredo Community College
Lee College
North Central Texas College
North Harris Montgomery Community College District
Northeast Texas Community College
Odessa College
Tarrant County Junior College
Temple College
Trinity Valley Community College
Tyler Junior College
Vernon Regional Junior College
Victoria College
Western Texas College

Utah
Dixie College

Virginia
Blue Ridge Community College
Central Virginia Community College
Danville Community College

Eastern Shore Community College
Germanna Community College
J. Sargeant Reynolds Community College
Northern Virginia Community College
Patrick Henry Community College
Paul D. Camp Community College
Richard Bland College
Southside Virginia Community College
Southwest Virginia Community College
Thomas Nelson Community College
Tidewater Community College
Virginia Western Community College
Wytheville Community College

Washington
Bellevue Community College
Centralia College
Clark College
Community Colleges of Spokane
Olympic College
Pierce College
Tacoma Community College
Walla Walla Community College

Wisconsin
Fox Valley Technical College
Gateway Technical College
Lakeshore Technical College
Mid-State Technical College
Milwaukee Area Technical College
Southwest Wisconsin Technical College
Western Wisconsin Technical College

West Virginia
West Virginia Northern Community College

Wyoming
Casper College
Laramie County Community College
Northwest College
Western Wyoming Community College